

## VITA

DAVID S. MARTIN

### PERSONAL:

Address: 10 Colonial Farm Circle, Marstons Mills, MA 02648  
Telephone: 508-527-0460; Fax: 508-420-1588  
Email: [davidmartindr@aol.com](mailto:davidmartindr@aol.com)

### EDUCATION:

Phillips Exeter Academy  
Yale University, B.A. (Major: French), 1959  
Harvard School of Education, Ed.M. (Elementary Education), 1961  
Harvard School of Education, C.A.S. (Curriculum), 1968  
Boston College Graduate School of Arts and Sciences, Ph.D. (Curriculum and Instruction), 1971

### EXPERIENCE:

Visiting Professor, University of the Witwatersrand, Johannesburg, South Africa, 2011-present

Adjunct Professor, Fitchburg State College, Fitchburg, Mass., 2006-2008

Adjunct Professor, University of Massachusetts at Boston, 2001-present.

Adjunct Professor, Suffolk University, Boston, 2001-2008.

Adjunct Professor, Lesley University, Cambridge, Mass., 2001-2008.

International Research Associate, The Open University, Milton Keynes, England, 2003-present.

Fulbright Senior Scholar, University of the Witwatersrand, Johannesburg, South Africa, in Deaf Education. Fall 2003 and 2004; The Open University, England, Spring 2005.

Professor/Dean Emeritus, Gallaudet University, Washington, D.C., 2001-present.

Educational Consultant: 2001-present

Responsibilities: Provide consultation for school districts on curriculum, for university teacher education programs on accreditation and program construction, and for school consortia on large-scale student assessment; Adjunct Professor for undergraduate and graduate courses in Education at several universities in Massachusetts. Train educators in methodology of cognitive education in USA and South Africa.

Professor, Department of Education, Gallaudet University, Washington, D.C. 1995-2001

Responsibilities: Teach graduate courses at masters and doctoral levels in cognitive education and curriculum development; teach undergraduate courses in general teacher education, hearing children. Conduct research on teacher development of higher-order thinking skills. Serve as Project Director for collaboration project between School of Education and five school programs for deaf and hard of hearing children; lead National Task Force on

Equity on Testing Deaf Professionals. Coordinate campus-wide initiatives in infusion of critical thinking into the college curriculum.

Dean, School of Education and Human Services, and Professor, Gallaudet University, Washington, D.C., 1985-1995

Responsibilities: Administer and lead School of Education and Human Services, encompassing six academic departments and department of athletics, 46 faculty, and 19 staff; initiate new undergraduate and graduate professional training programs; manage budget; develop grant proposals; supervise personnel policy implementation, including promotion, tenure, and merit increases; consolidate and revise existing programs; represent the School at national professional conferences; coordinate faculty program committees; supervise Gallaudet International Center on Deafness; teach courses in education and administration; carry out research and writing on improvement of cognition in deaf learners; provide national and international outreach presentations on cognitive development; serve on university administration committee on faculty education; lead national Task Force on Equity in Testing the Deaf Teacher; coordinate accreditation activities, including full accreditation by National Council on Accreditation of Teacher Education.

Coordinator of Undergraduate Teacher Preparation Programs, and Associate Professor, Gallaudet University, Washington, D.C. 1980-1985

Responsibilities: Establish new teacher preparation programs in early childhood elementary, and secondary education for hearing-impaired undergraduates to earn certification in "regular" education; develop outlines for courses in each program; recruit instructors for courses; establish field practicum sites for program students; supervise students in field practicum experiences; work closely with NASDTEC and NCATE accreditation agencies to prepare new program for certification status; teach courses in teacher education and educational administration using the Simultaneous Communication Method; advise students in program selection; chair admissions committee for program; coordinate community advisory council; carry out research on the development of cognitive skills in hearing-impaired adolescents; member of Task Force on Undergraduate Liberal Arts Curriculum Revision; member of college-wide Curriculum Committee; member of School of Education Academic Affairs Committee.

Chairperson, Education Department, Dominican College, San Rafael, California, 1978-1980

Responsibilities: Coordinate Education Department for graduate professional preparation programs in the fields of general elementary, general secondary, special education, school administration; supervise full-time and part-time faculty; organize and chair three community advisory committees for Education Department; update all existing programs and develop new programs in special education and administration; develop grant proposal for regional Teacher Training Program in Gifted and Talented Education; prepare proposal for successful Teacher Corps Grant; represent the College at state and national conferences on teacher education; maintain liaison with California State Commission for teacher Degree students in thesis-preparation; conduct written and oral comprehensive examinations for graduate students; organize five special campus institutes for in-service education of teachers; work with Director of Extension in establishing off-campus extension programs for in-service education; member of Policy Board for Marin County Federal Teacher Center; teach graduate courses in administration, curriculum, evaluation, special education, social studies methods, and futurism in education.

Director of Curriculum and Instruction, Mill Valley (California) School District, 1975-1980

Responsibilities: Direct coordination of all curriculum programs; organize district-wide in-service training for all professional staff, develop new academic programs; supervise special education programs, including mentally-gifted, educationally handicapped, educable mentally retarded, and learning disability groups in regard to P.L. 94-142; coordinate libraries; develop new reporting-to-parents system; prepare applications for federal and state categorical funding; supervise placement of student teachers; supervise summer school principals; direct multi-ethnic education program; coordinate district-wide testing and guidance services.

Supervising principal, Marin Terrace School (k-5), Mill Valley (California School District, 1973-1975

Responsibilities: Supervise teaching staff; coordinate school programs; conduct in-service training; establish program for community resource persons to challenge mentally gifted children, establish liaison with various parent groups; carry out general school administration, including school plant redevelopment. Also, organize district-wide music program; initiate district-wide curriculum articulation.

Curriculum Coordinator, Beverly (Massachusetts) Public Schools, 1970-1973

Responsibilities: Organize curriculum development and revision for 13 elementary and 4 secondary schools in all subjects; expand high school elective programs; work with principals on district-wide curriculum articulation; organize in-service training for all professional staff; hire and supervise subject-area coordinators; prepare proposals for federally-funded projects; establish new kindergarten program; assist in planning new Middle School and open-campus high school programs; develop new teacher evaluation system; revise pupil progress reporting system; develop general educational goals for school district assemble quarterly public relations newsletter.

Assistant Principal, Angier Elementary School, Newton (Massachusetts) Public Schools, 1969-1970

Responsibilities: Supervise teachers; coordinate curriculum materials; assist in all aspects of school administration. Also, conduct district-wide in-service training in new social studies program; work on district-wide Committee on Teacher Education with representatives of area teacher-preparation institutions.

Teaching Fellow, Boston College School of Education, Chestnut Hill, Massachusetts, 1968-1969

Responsibilities: Teach undergraduate course in Social Studies Teaching Methods; supervise student teachers in practicum experience, conduct field seminar for student teachers.

Curriculum Developer, Education Development Center, Cambridge, Massachusetts, 1965-1968 (Part-time)

Responsibilities: Write, trial-teach, and revise innovative social studies curriculum (Man: A course of Study); carry out demonstration teaching of new program; consult on development of graphics materials; develop simulation games; write teacher-teaching seminar plans; conduct in-service training of teachers; make public relations presentations; assist several school districts with installation and implementation of new program.

Social Studies Project Team Member, Newton (Massachusetts) Public Schools, 1967-19689(part-time)

Responsibilities: Write new social studies curriculum; conduct weekly in-service workshops for teachers; observe and assist teachers throughout district in implementing new program.

Teacher, Grade 6, Underwood Elementary School, Newton (Massachusetts) Public Schools, 1961-1967

Responsibilities: Teach all subjects; coordinate audio-visual media for school; coordinate school safety program; coach two sports; supervise and train graduate-level intern Teachers from Harvard School of Education.

#### LECTURING AND CONSULTING

Consultant to universities on preparing for accreditation of their teacher-education programs by the National Council on the Accreditation of Teacher Education (NCATE).

Member, Board of Examiners, NCATE.

Member of International Faculty for Man: A Course of Study (Curriculum Development Associates), 1972 to present. Implement new social studies program in schools in Massachusetts, California, Vermont, New Hampshire, Pennsylvania, Illinois, Nebraska.

Trainer for New Thinking Skills Development Program, Instrumental Enrichment, 1978 to present. Assist teachers in improving cognitive skill development for adolescent students.

Speaker at State and Regional Conferences on Gifted Education (California and Illinois).

Assistant Professor, Extension Department, Sonoma State College, Rohnert Park, California, 1978

Adjunct Professor, University of Massachusetts at Boston, 1988-9, 2001-present.

Assistant Professor, Extension Department, Dominican College, San Rafael, California, 1975.

Chairman of Evaluation Committee for E.S.E.A. title III Project, "Collaborative on Open Education", Northeast Region of Massachusetts, 1973.

Member of Evaluation Team for Massachusetts Department of Education Evaluation of Stoneham (Massachusetts) Public Schools, 1972.

Chairman of Curriculum Evaluation Committee for New England Accreditation Visiting Committee at New Canaan (Connecticut) High School, 1973

Leader of On-Site Evaluation Team from Massachusetts Department of Education for E.S.E.A. Title III Project LEARN (Worcester, Massachusetts), 1972

Member of Washington, D.C. State Approval Team for Teacher Education Programs at University of the District of Columbia, April 1981.

Litigative Consultant, U.S. Department of Justice, 2011-2016. Civil case on equity in assessing teachers who are deaf or hard of hearing.

Presenter at various regional, state, and national education conferences, 1966 to present. (See Addendum).

PROFESSIONAL ASSOCIATIONS:

American Educational Research Association, (Special Interest Group on Education of the Deaf, and Teacher/Student Cognitions)  
 Association of Teacher Educators  
 Association for Supervision and Curriculum Development  
 Conference of Educational Administrators Serving the Deaf  
 Convention of American Instructors of the Deaf  
 Council for Exceptional Children, Teacher Education Division  
 District of Columbia Association of Colleges for Teacher Education  
 Kappa Delta Pi Honor Society in Education  
 Maryland Association for Supervision and Curriculum Development  
 National Council for Social Studies  
 National Education Association (Life Member)  
 National Staff Development Council  
 Phi Delta Kappa Honor Society in Education  
 Association of College Educators of Deaf/Hard of Hearing

Professional Offices Held:

Vice-President, School Executives Association, Boston, Mass., 1972-1973  
 Marin County Representative to Higher Education Committee of Association of California School Administrators, 1973-1978  
 California Representative to Association for Supervision and Curriculum Development (ASCD) National Board of Directors, 1987-1990  
 Chairman, Planning Committee for California ASCD Conference, 1977  
 Chairman, Evaluation Committee for National ASCD Conference, San Francisco, 1978  
 Co-chairman, Arrangements Committee for National ASCD Conference, San Francisco, 1978  
 Member, Professional Standards Committee, California Council for the Social Studies, 1974-1976  
 Member, Planning Committee for California Statewide Curriculum Conference, Association of California School Administrators, 1979  
 Member, California Teachers Corps Dean's Executive Council, 1979-1980  
 Gallaudet Representative, Washington, DC Board of Trade, Education Committee, 1986-1987  
 Member, National Council for Social Studies, Ethics Committee, 1982-1985  
 Member, Board of Advisors for Social Education, 1983-1988  
 Member, National Commission on Teaching of Thinking Skills, Association for Supervision and Curriculum Development, 1983-1988  
 Member, National Council for Social Studies, Teacher Education Committee, 1985-1987  
 Chair, 1987 American Association of Colleges for Teacher Education, Annual Conference Planning Committee  
 Advisory Board Member, Vocational Education Center, Western Pennsylvania School for the Deaf, 1987-2000  
 Member, Gallaudet Press Editorial Board, 1987-1997  
 Chairman, National Conference on Infusing Thinking Skills in Teacher Education, Washington, DC, March 1988  
 Member, Governmental Relations Committee of the American Association of Colleges for Teacher Education, 1988-1990  
 President, District of Columbia Association of Colleges of Teacher Education, 1989-1991  
 Co-Chair, AACTE Special Study Group, "Teacher Education and Higher Order Thinking Skills," 1989-Present  
 Co-Chair, National Task Force on Equity in Testing Deaf Teachers, 1989-Present  
 Member, Executive Board, USA/China Teacher Education Consortium, 1992-2001  
 Member, Board of Trustees, Western Pennsylvania School for the Deaf, 1992-2013; Trustee Emeritus  
 Member, Publications Committee, Kappa Delta Pi Honor Society in Education, 1992-1998

Board of Directors of the District of Columbia Public Schools Center for Educational Change  
 Board of Directors of American Association of Colleges for Teacher Education, 1992-1996  
 Member, Gallaudet University Alumni Association Fellowship Fund Committee, 1995-Present  
 Member, Board of Examiners, National Council on the Accreditation of Teacher Education, 1995-2006  
 Editorial Board, The Forum (Kappa Delta Pi Honor Society Publication, 1998-2008)  
 Editorial Board, Thinking Skills and Creativity (Elsevier), 2006-2008  
 President, North American Feuerstein Alliance (NAFA), 2011, 2012  
 Co-President, Cape Cod Genealogical Society, 2008, 2009  
 President, Cape Cod Genealogical Society, 2011-2015  
 President, Marstons Mills (MA) Historical Society, 2015-

### Service Organization

Member, Sertoma Club, Gallaudet University; Vice President, 1986-1987

### PROFESSIONAL CREDENTIALS:

Massachusetts Department of Education, Elementary Teaching Credential  
 California Department of Education, General Teaching Credential (Life)  
 California Department of Education, Standard Administrative Credential (Life)

### GRANTS RECEIVED:

“Ethnocentrism toward Pre-western Eskimo culture.” Research Grant, United States Office of Education, 1970, Grant No. OEG1-70-0081

“Children of Families in Transition: A Study of Children’s Learning in Single Parent Families.” Rosenberg Foundation. 1975-1976, Mill Valley, California School District.

Ten grants for media through the National Defense Education Act (NDEA), 1970-1973, Beverly, Massachusetts Public Schools.

“Improving Cognitive Skills in the Hearing-Impaired Undergraduate.” United States Department of Education, Field-initiated Research Program, Gallaudet University, Washington, DC. 1985-1987, Grant No. 023CH50014.

Patricia Roberts Harris Fellowship Awards, School of Education and Human Services, Gallaudet University, to support under-represented groups in doctoral study for public service careers, U.S. Department of Education, 1986-1989

Project Threshold, grant from the Phillip Morris Foundation for developing mentorships for newly graduated professionals in Deaf Education, 1986-1989

Project Success, and Project Access, grants from the Strong Foundation for special preparation of deaf student teachers to succeed on Teacher Licensure Examinations, 1993

Project ACHIEVE, grant from the Knight Foundation to develop a collaborative relationship between the School of Education and five school programs, for innovation in teacher preparation, 1995-1998

Ford Foundation Grant for promoting Distance Education at Gallaudet University, 1997-1999

### HONORS:

Phillips Exeter Academy Latin Prize, Honorable Mention  
 Undergraduate Dean’s List, Yale

Phi Delta Kappa, Harvard Chapter  
 Kappa Delta Pi, Charter Member of Gallaudet University Chapter  
 Highest Distinction for Ph.D. Dissertation ("A Study of Pupil Ethnocentrism Toward Pre-Western Eskimo culture"). U. S. Office of Education, Bureau of Research, Grant no. OEG-1-70-0081  
Who's Who in the East, 1981-  
Who's who in American Education, 1988-  
Who's Who in America, 1991-  
Who's Who in the World, 2001-  
 Fulbright Senior Specialist, 2002-2005  
 Lifetime Achievement Award, Association of College Educators of Deaf and Hard of Hearing, Denver, February 2006.  
 Community Advocacy Award, Willie Ross School for the Deaf, Longmeadow, Mass., June 2006.  
 Outstanding Genealogical Volunteer for New England, 2015

### Books

- Martin, D. S. (Co-author). (1968). Man: A course of study. Cambridge, MA: Education Development Center. (15%) (refereed)
- Martin, D. S. (1982, November). The hearing-impaired teacher and hearing children: A guide for student teaching. (2<sup>nd</sup> Ed.). Washington, DC: Gallaudet University, July 1984. (not refereed)
- Link, F., Almquist, S., & Martin, D. S. (1984, July). Instructor's guide to army ROTC military science and cognitive skills. Washington, DC: Curriculum Development Associates. (30%) (not refereed)
- Martin, D. S. (1989). Curriculum leadership: Case studies for program practitioners. Alexandria, VA: Association for Supervision and Curriculum Development. (refereed)
- Martin, D. S. (1997). Manual on equitable evaluation of deaf candidates for licensure, October 1997 (non-published). (not refereed)
- Mouny, J.L. and Martin, D.S. (eds.) (2005). Assessing deaf adults: Critical issues in testing and evaluation. Washington, D.C.: Gallaudet University Press. (refereed)
- Smith, V., and Martin, D.S. (2005). Golden nuggets: A guide for beginning teachers of students who are deaf and hard of hearing. Distributed by Kent State University, Ohio, as an electronic book. (refereed)
- Moore, D.F. and Martin, D.S. (eds.) (2006). Deaf learners: New directions for curriculum and instruction. Washington, D.C.: Gallaudet University Press. (refereed)
- Martin, D.S. and Schein, I. (2011). The Thinking Academy: A Proposal for Educational Reform. Harwich, Mass.: Cape Cod Regional Technical High School.
- Martin, D.S. and Schein, I. (2013). The Thinking Academy: A Proposal for Educational Reform. Harwich, Mass.: Cape Cod Regional Technical High School.
- Martin, D. S. (2014). Thinking Skills and Deaf Learners, Bulletin 1, Raising and Educating Deaf Children: Foundations for Policy, Practice, and Outcomes, Ed. M. Marschark. Oxford: Oxford University Press.
- Martin, D.S. (2015). Post-Secondary Strategies for Deaf Learners, Bulletin Series, Raising and Educating Deaf Children: Foundations for Policy, Practice, and Outcomes, Ed. M. Marschark. Oxford: Oxford University Press.

Chapters:

- Martin, D. S. (1978). A review of five simulation games. In Learning with simulation games, Dukes, R., & Seidner, C. (Eds.). Sage Press. (refereed)
- Landers, T. J., and Martin, D. S. (1983). Preparing the handicapped teacher for the professional mainstream. In Yff, J. (ed.) The Redesign of teacher education for the twenty-first century. p. 24. Washington, DC: International Council on Education for Teaching. Also, as Making the Teaching Profession Accessible to the Handicapped. Paper presented at the World Assembly of the International Council on Education for Teaching (30<sup>th</sup>, Washington, DC, July 11-15, 1983). ERIC Clearinghouse on Teacher Education, No. SP 022 856, January 1984. (refereed)
- Martin, D. S. Introduction. In Martin, D. S. (Ed.). (1984). International Symposium on Cognition, Education, and Deafness: Working Papers. (Vol. I. pp. 1-18.) Washington, DC: Gallaudet University. (not refereed)
- Martin, D. S. (1984, June). Mission statement for a university: Preparing to meet the challenge of relevancy in a new light. Special Project 25<sup>th</sup> Reunion Class of 1959, Yale University, 1-6 (not refereed)
- Martin, D. S. and Jonas, B. S. (1985, January). Cognitive improvement of hearing-impaired high school students through instruction in instrumental enrichment. Resources in Education, ERIC Document No. ED 247 725. Also, in Martin, D.S. (Ed.), (1984), International Symposium on Cognition, Education, and Deafness: Working papers (Vol. II, pp. 539-560). Washington, DC: Gallaudet University. (refereed)
- Martin, D. S. (1985, January). Enhancing cognitive performance in the hearing-impaired college student: A pilot study. Resources in Education, ERIC Document No. ED 247 726. Also, in Martin, D. S. (Ed.), International Symposium on Cognition, Education, and Deafness: Working papers (Vol. II. pp. 561-577). Washington, DC: Gallaudet University, 1984. (refereed)
- Martin, D. S. (1985). Introduction. In Cognition, education, and deafness: Directions for research and instruction. Washington, D.C.: Gallaudet University Press. (refereed)
- Martin, D. S. (1988). Introduction, Selected Papers from the 1987 Annual Meeting of the American Association of Colleges for Teacher Education, Washington, D.C.: American Association of Colleges for Teacher Education. (not refereed)
- Martin, D. S., (Ed.), (1988). The professional imperative: Educational excellence for all. Selected Papers from the 1987 Annual Meeting of the American Association of Colleges for Teacher Education, Washington, D.C.: American Association of Colleges for Teacher Education. (refereed)
- Martin, D. S., & Jonas, B. S. (1989). Improving thinking skills in deaf college students. In Erwin, R. & Snoyer, J. (Eds.). Research and teaching in developmental education. (pp. 33-47). Niagara University, NY: New York State College Learning Skills Association. (60%) (refereed)
- Martin, D. S., (1989). Introduction. In Working Papers. Second International Symposium on Cognition, Education, and Deafness. Washington, D.C.: Gallaudet University. (not refereed)
- Jonas, B. S., & Martin, D. S. (1991). Cognitive enhancement of hearing-impaired postsecondary students. In Martin D. S. (Ed.). Advances in cognition, education and deafness, (pp. 335-341), Washington, D.C., Gallaudet University Press. (refereed)
- Martin, D. S. (1991). Introduction. In Advances in cognition, education, and deafness. Washington,



- D.C.: Gallaudet University Press. (refereed)
- Martin, D. S. (1991). Preparing teachers of thinking: A model for infusion. In Oxman, W., Weinstein, M., & Michelli, N. (Eds.). Critical thinking: Implications for teaching and teachers. Proceedings of the 1991 Conference, (pp. 227-234). Montclair, N.J.: Institute for Critical thinking. (refereed)
- Martin, D. S. (1993). Current research in deafness, cognition, and education: Some observations from a different point of view. In Welch, O.M. (Ed.). Research and practice in deafness. Springfield, IL: University of Tennessee, (pp. 193-210). (refereed)
- Martin, D. S. (1993). Cognitive development and deafness. In Nowell, R.C., and Marschark, L.E., (Eds.), Understanding deafness and the rehabilitation process. Boston: Allyn and Bacon, (pp. 35-49). (refereed)
- Martin, D. S. (1995). Occupational advancement for deaf citizens: Moving from survival to success. In Discrimination and cultural survival. Edinburgh: Scottish Workshop with the Deaf, (pp. 24-33) (not refereed)
- Martin, D.S. (1997). A model for lasting curriculum reform: Strategies for the change agent. Proceedings of the 11<sup>th</sup> International Conference of the USA-SINO Teacher Education Consortium, pp. 98-108.
- Martin, D. S., & Michelli, N. (2001). Preparing teachers of thinking. In Developing minds, (3<sup>rd</sup> Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Martin, D. S. (2001). For administrators: Keeping the focus. In Developing minds, (3<sup>rd</sup> Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Martin, D. S. (2001). Thinking and the special-needs learner. In Developing minds, (3<sup>rd</sup> Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Martin, D.S. (2005). Overview of the challenge. In Assessing deaf adults: Critical issues in evaluation. Washington, D.C. : Gallaudet University Press.
- Mouny, J.L. and Martin, D.S. (2005). Summary and recommendations. In Assessing deaf adults: Critical issues in evaluation. Washington, D.C.: Gallaudet University Press.
- Martin, D.S. (2005). Critical thinking for democracy and social justice. In Teacher education for democracy and social justice (ed. Nicholas Michelli and David Keiser). New York: Routledge.
- Moores, D.F. and Martin, D.S. (2006). Overview: Curriculum and instruction in general education and in education of deaf learners. In Deaf learners: New directions for curriculum and instruction. Washington, D.C.: Gallaudet University Press.
- Martin, D.S. and Moores, D.F. (2006). Selection of curriculum: A philosophical position. In Deaf learners: New directions for curriculum and instruction. Washington, D.C.: Gallaudet University Press.
- Martin, D.S. (2006). The social studies curriculum. In Deaf learners: New directions for curriculum and instruction. Washington, D.C.: Gallaudet University Press.
- Martin, D.S. (2006). Cognitive strategy instruction: A permeating principle. In Deaf learners: New directions for curriculum and instruction. Washington, D.C.: Gallaudet University Press.
- Moores, D.F. and Martin, D.S. (2006). Summary. In Deaf learners: New directions for curriculum and instruction. Washington, D.C.: Gallaudet University Press.

Martin, D.S. (2010). Cognition and deaf learners. In N.A. Scheetz, The changing face of deaf education: From theory to practice. New York: Allyn and Bacon.

Martin, D.S. (2016). Cognition of deaf learners, in Deaf Studies Encyclopedia. New York: Sage Press.

Journal Articles:

Martin, D. S. (1972, June). Ethnocentrism toward foreign culture. ERIC Clearinghouse on Social Studies and Resources in Education. (refereed)

Fletcher, J., Martin, D. S., & Koeller, D. (1972). The caribou hunting games: A case study. In Simulation and Gaming in Social Science, Inbar, M., & Stoll, C. (Eds.). Free Press. (35% Contribution) (refereed)

Martin, D. S. (1975, March). Ethnocentrism toward foreign culture in elementary Social Studies. Elementary School Journal. (refereed)

Martin, D. S. (1977, December). Social Studies education in Marin County. (Collaborator with Branson, M. S.), Social Education. (refereed)

Martin, D. S. (1979, May). In-service with a difference: A teacher-to -teacher model. Staff Developer, National Staff Development Council. (refereed)

Martin, D. S. (1979, Fall). Needed: More inventors. Social Studies Review, California Council for the Social Studies. (refereed)

Martin, D. S. and Llewellyn, A. W. (1979). Pressures on all sides. Plain Talk About Curriculum, No. 3, California Curriculum forum. (not refereed)

Martin, D. S. (1979). Five simulation games in the Social Sciences. Simulation and Games, 10. (refereed)

Martin, D. S. (1980). Testing: Are we taking the full picture? Thrust (Association of California School Administrators), 9. (refereed)

Martin, D. S. (1980, July). Reading: Why so important? ERIC Clearinghouse on Reading and Communication Skills and Resources in Education. (refereed)

Martin, D. S. (1980). Political participation: A need for higher-order thinking. Social Studies Review, 2, (1), 61-64. (refereed)

Martin, D. S. (1981). Re-inventing the curriculum wheel. Educational Leadership, 39, (2). (refereed)

Martin, D. S. (1981). Individualizing staff development: Four ways to increase participation. Social Studies Review, 21, (1), 45-48. (refereed)

Martin, D. S. (1982, April). Preparing the hearing-impaired Social Studies teacher. ERIC Clearinghouse on Teacher Education, Handicapped and Gifted Children, Resources in Education. (refereed)

Martin, D. S. (1982, July). Mainstreaming the handicapped teacher in the regular classroom. ERIC Clearinghouse in Teacher Education, Resources in Education. (refereed)

- Martin, D. S. (1982, July). Teaching thinking skills to hearing-impaired adolescents. Exceptional Child Education Resources, Resources in Education. (refereed)
- Martin, D. S. (1982). The 'new' thinking skills programs: Questions and answers. Problem Solving. 4 (11), 1-3. Franklin Institute Press. (refereed)
- Martin, D. S. (1982). Can deaf teachers teach hearing children? The Deaf American, 35, (2), 31-37. (refereed)
- Martin, D. S. (1983). Preparing the handicapped professional for the professional 'mainstream': Critical issues. Journal of Rehabilitation, 40, (1), 51-55. Also available as The handicapped professional in the 21<sup>st</sup> century: Factors for success. ERIC Clearinghouse on Teacher Education, Resources in Education, Document No. SP 023 874. (refereed)
- Martin, D. S. (1983). Thinking skills: A critical new role in teacher education. Human Intelligence, 4, (1), 3. Also accepted by ERIC Clearinghouse on Teacher Education, Document No. SP 021 777. Resources in Education. (refereed)
- Martin, D. S. (1983). Preparing hearing-impaired teachers of hearing children. Teacher Education and Special Education, 6, (2), 143-150. Also published as Training the hearing-impaired student teacher for the "hearing Classroom": Problems and solutions. (1983). Directions, 3, (3), 44-51. (refereed)
- Martin, D. S. (1983). The gifted learner: Can we meet the challenge? S.E.E. What's Happening, 2, (2), 1-8. (not refereed)
- Martin, D. S. (1983). Deaf teacher trainees work with hearing children. Counterpoint, 3, 12. (refereed)
- Martin, D. S. (1983). Cognitive education for the hearing-impaired adolescent. Resources in Education, and Exceptional Child Education Resources. (refereed)
- Martin, D. S., & Williams, C. (1983). A cognitive skill development program: Possible breakthrough for visual literacy? Journal of Visual and Verbal Linguaging, 3, (1), 45-50. (50% contribution) (refereed)
- Martin, D. S., Innes, J., & Rohr-Redding, C. (1983). Teaching thinking skills to the hearing-impaired adolescent. Directions, 3, (4), 9-15. (50% contribution) (refereed)
- Martin, D.S. (1983). A network for renewal: Teacher improvement for the 21<sup>st</sup> century. World Future Society Bulletin, 42, (4), 23-25, ISSN 0049-8092. (refereed)
- Martin, D. S., Rohr-Redding, C., & Innes, J. (1984). Instrumental enrichment: Learning to think. Perspectives for teachers of the hearing-impaired, 2, (3), 4-7. (50% contribution) (refereed)
- Martin, D. S. (1984, March). Cognitive education for the hearing-impaired adolescent. Resources in Education and ERIC Clearinghouse on Handicapped and Gifted Education, Document No. 553511. (refereed)
- Martin, D. S. (1984). Preparing the hearing-impaired social studies teacher: A special challenge. The Social Studies, 75, (2), 75-78. (refereed)
- Martin, D. S. (1984). Can deafness be a teaching advantage? Journal of Rehabilitation of the Deaf, 17, (4), 17-22. Resources in Education, ERIC Clearinghouse on Teacher Education, Document. No. ED 241 478. (refereed)

- Martin, D. S. (1984). Hearing-impaired teachers work with normal-hearing children. The Volta Review, 86, (3), 152-157. (refereed)
- Martin, D. S. (1984, November). Can teachers become better thinkers? Occasional Paper No. 12, National Staff Development Council, Oxford, Ohio. Also, in Resources in Education, Document No. SP 023 216. ERIC Document No. 236 151, March 1984. (refereed)
- Martin, D. S. (1984). Infusing cognitive strategies into teacher preparation programs. Educational Leadership, 42, (3), 68-72. (refereed)
- Martin, D. S. (1984). Cognitive modification for the hearing impaired adolescent: The promise. Exceptional Children, 51, (3), 235-242. (refereed)
- Martin, D. S. (1984). Keeping subjectivity in teacher education admissions: A contrarian view. The Professional Educator, 7, (2), 26-29. (refereed)
- Martin, D. S., & Saif, P. S. (1985). Planting commitment: Curriculum change involving teachers. Laboratory School Journal, 9, (4), 36-43. Also accepted in Resources in Education, May 1985, Document No. 017 574. (60% contribution) (refereed)
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